Course Description

School District Practicum I provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of Schools. Field-based learning in EDU 828 School District Practicum I and EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses require 180 hours of embedded field experience.

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 how a school leader uses the PILS and PSEL standards to improve achievement and develop action projects that align with these standards.
* **CLO2:** Determine how effective leaders develop and monitor performance goals through strategic planning, data-driven decision-making, and effective deployment of resources.
* **CLO3:** Assess the role of the superintendent in the management of human resources, employee discipline, and contract administration.
* **CLO4:** Critique how the superintendent develops a district culture of continued growth through curriculum renewal and professional development.
* **CLO5:** Evaluate how the superintendent develops and manages the district budget while maintaining fiscal integrity, transparency, and accountability.
* **CLO6:** Investigate how the superintendent engages in community relations, collaboration, and communications with external agencies, organizations, and officials using both internal and external communication systems.
* **CLO7:** Examine the superintendent’s responsibility for the safety, care, operation, and management of school facilities and the advancement of voter referenda.

Student Expectations

Students are expected to:

* Read the required material and ask insightful questions related to the content.
* Make meaningful connections between the content in the course and the field work in the action projects.
* Communicate with the supervisor, mentor and/or course instructor when there are questions about assignments and deadlines.
* Maintain a course calendar and submit assignments on due dates.
* Provide thoughtful contributions to class discussions.
* Check Gwynedd Mercy e-mail at least three times a week.

Required Course Materials

Wilhite, R. K., Brierton, J. T., Schilling C. A., & Tomak, D. R. (2017). *Leading with resolve and mastery: Competency-based strategies for superintendent success.* New York, NY: Rowan and Littlefield.

ISBN-13: 978-1475828146

**Suggested Point Values**

This course is Pass or Fail, and grades will appear in Blackboard as Complete or Incomplete. To earn a grade of complete, you must complete all discussions, assignments, and field experience logs and must meet the field experience hour’s requirement with an average score of 85% for the course. Your weekly totals will be averaged at the end of the course to determine your final grade.

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| **Assessment** | **Rubric** | **Point Value** | **Due** |
| **Module 1 – One Week** |  |  |  |
| Action Projects Plan | No Rubric | 60 |  |
| **Module 2 – Three Weeks** |  |  |  |
| Module Two Discussion | Discussion | 40 |  |
| Project 1: Strategic Planning & Data-Driven Decision Making | Log Rubric | 50 |  |
| Project 2: Strategic Planning & Data-Driven Decision Making | Log Rubric | 50 |  |
| Project 3: Strategic Planning & Data-Driven Decision Making | Log Rubric | 50 |  |
| **Module 3 – Two Weeks** |  |  |  |
| Module Three Discussion | Discussion | 40 |  |
| Project 4: Human Resources, Employee Discipline, & Contract Administration | Log Rubric | 50 |  |
| Project 5: Human Resources, Employee Discipline, & Contract Administration | Log Rubric | 50 |  |
| **Module 4 – Two Weeks** |  |  |  |
| Module Four Discussion | Discussion | 40 |  |
| Project 6: Curriculum Development | Log Rubric | 50 |  |
| Project 7: Professional Development | Log Rubric | 50 |  |
| **Module 5 – Two Weeks** |  |  |  |
| Module Five Discussion | Discussion | 40 |  |
| Project 8: District Budgeting & Financial Management | Log Rubric | 50 |  |
| Project 9: District Budgeting & Financial Management | Log Rubric | 50 |  |
| **Week 6 – Three Weeks** |  |  |  |
| Module Six Discussion | Discussion | 40 |  |
| Project 10: External Communication, Community Relations & Boardsmanship | Log Rubric | 50 |  |
| Project 11: External Communication, Community Relations & Boardsmanship | Log Rubric | 50 |  |
| Project 12: External Communication, Community Relations & Boardsmanship | Log Rubric | 50 |  |
| **Week 7 – Two Weeks** |  |  |  |
| Module Seven Discussion | Discussion | 40 |  |
| Project 13: School Facilities | Log Rubric | 50 |  |
| Project 14: Referenda for Facilities | Log Rubric | 50 |  |
| **Total Points** |  | **1000** |  |

Course Schedule

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

**Learning Modules**

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| **Module One: Standards and List of Action Projects** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a plan for practicum projects that will help prepare you for the superintendency. | | CLO1 – CL06 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Module One Overview**  EDU 828 is an approved course by the Pennsylvania Department of Education; therefore, the PA Inspired Leadership (PIL) standards were used in its development. The text for this course references the Professional Standards for Educational Leaders (PSEL) and Educational Leadership Constituencies Council (ELCC) standards. While it is good for you to know and understand all the standards, for the purposes of this course, the PA Inspired Leadership (PIL) standards will be used. | |  |  |
| **Discussion: Introduce Yourself**  **Post** a thread to introduce yourself to your instructor and classmates. Tell us about your current career, background, and professional goals. You may reuse a video from a previous course or create a new one. | |  | 0.5 hours |
| **Readings**  **Read** the following resources on the standards for leaders:   * [Pennsylvania Inspired Leadership (PIL) Program](http://www.education.pa.gov/teachers%20-%20administrators/pa%20inspired%20leaders/pages/default.aspx) * [Professional Standards for Educational Leaders (PSEL) Standards](http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf) * Ch. 1 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success* | | 1.1, |  |
| **Discussions for Modules 2–7**  The purpose of discussions is to provide an opportunity to synthesize concepts in this course as you analyze your projects and those of your classmates. In each module, you will respond to the discussion question with a substantive post of 200 to 250 words. You will share your reflections and insights as you implement your projects. If you choose to work out of order and you are not specifically working on the projects in that module, you may discuss your plan, evidence, and challenges that you foresee. Review your course schedule for due dates  You are required to make substantive comments of 100 to 150 words to one or more of your classmates’ posts for each listed discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback.  **Review** the RISE Model for Peer Feedback available on Blackboard. | | NA | NA |
| **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. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Action Projects Plan**  **Overview**  In Modules Two through Seven of this course, you will complete the following 14 graded Action Projects:   |  |  | | --- | --- | | Module Two | * Project 1: Strategic Planning & Data-Driven Decision Making * Project 2: Strategic Planning & Data-Driven Decision Making * Project 3: Strategic Planning & Data-Driven Decision Making | | Module Three | * Project 4: Human Resources, Employee Discipline, & Contract Administration * Project 5: Human Resources, Employee Discipline, & Contract Administration | | Module Four | * Project 6: Curriculum Development * Project 7: Professional Development | | Module Five | * Project 8: District Budgeting & Financial Management Project * Project 9: District Budgeting & Financial Management Project | | Module Six | * Project 10: External Communications, Community Relations, & Boardmanship * Project 11: External Communications, Community Relations, & Boardmanship * Project 12: External Communications, Community Relations, & Boardmanship | | Module Seven | * Project 13: School Facilities * Project 14: Referenda for Facilities |   It is recommended that you complete these projects in order since they are topically aligned to the modules in this course. For some students, however, it may be beneficial or necessary to complete projects in an alternate order. You may, therefore, complete these projects in any order, as long as you stick to the following schedule:   * Module Two: 3 projects due * Module Three: 2 projects due * Module Four: 2 projects due * Module Five: 2 projects due * Module Six: 3 projects due * Module Seven: 2 projects due   This will ensure you stay on track to complete all projects by the end of the course.    **Action Project Documents**  **Download,** save, and review the following documents, which you will use for your Action Projects:    **List of Action Projects**: Review the projects listed in this document. You will work with your mentor to select the specific projects you will complete and in which order you will complete them.   * **Field Experience and Action Project Log**: Use this document to describe the project activity or activities and to write your reflection. Make sure to include details about what you learned from this activity. * **Log Rubric**: Your log will be graded according to this rubric. Use this rubric to guide you in writing your field experience log for each project.   **Practicum Action Projects Checklist**: Use this checklist to track the completion of each log for all 14 projects.   * **Practicum Learning Modules document**: This document shows how the list of action projects addresses the course learning objectives, and it includes suggestions for project options.   **Mentor Meeting**  **Schedule** a meeting with your cooperating mentor to discuss you Action Projects Plan. It is suggested that you schedule this meeting before the course begins or early in Week 1. If you are unable to schedule a time before Thursday of Week 1, contact the course instructor and your Field Experience Supervisor. Before meeting, review the Practicum Action Projects Checklist, and consider how you will complete the action projects for this course. Which projects are you interested in completing? Will you complete the projects in the recommended order? Will you complete them in an alternate order?  **Meet** with your cooperating mentor to discuss the experience required in this course. **Determine** some specific experiences that correspond with the requirements, as outlined in the Practicum Learning Modules document.  **Action Projects Plan**  **Now that you have met with your mentor to discuss the projects and experience you would like to complete for this course, you are ready to create and submit your Action Projects Plan.** Your plan should:   * **List** the action projects you would like to complete and the order they will be completed. * Include a 1- to 2-sentence description for each project you intend to complete. * **Include**the evidence you intend to produce that documents your involvement in the project.   **Submit** your Action Projects Plan by 11:59PM (EST) on Sunday of the end of Module One. | | 1.1 | Field  Experience =  **5 hours** |
| **Total** |  |  | **6.5** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Action Project Plan assignment: List of Action Projects Form:** Place the appropriate due dates on this form in column 1 before course begins. Remove “Insert date- End of Module One” and place the actual date

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they would like addressed ahead of time. 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.

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| Module Two: Develop and Nurture an Organization Through Strategic Planning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze strategic plans for effectiveness. | | CLO2 | |
| * 1. Explain the importance of data to strategic plans and strategies. | | CLO2 | |
| * 1. Formulate strategies that will guide a school district toward improvement. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Module Two Overview**  Strategic planning is a common vehicle for leading change in schools. It is all about envisioning where the school district is going and setting strategies with clear deliverables to move the school district from what it is now to what the strategic plan calls for it to become. Both plans and strategies to move the school district in strategic directions must be informed by data. The deployment of resources should flow from the strategic plan, strategies to implement it, and data that informs it. It is recommended that you review your district’s strategic plan and discuss it with the leaders who are implementing it. | | 2.1, 2.2, 2.3 | ***N/A*** |
| **Readings and Videos**  **Read** Ch. 8 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success*.  **Watch** [TEDxCincy - Jeff Edmondson - The Key to Educational Improvement: Data and How We Use It](https://www.youtube.com/watch?v=FLqc_9VxfCE) (6:33) and think about how data is used in your district. | | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | | ***Alignment*** | ***AIE*** |
| **Projects 1–3: Strategic Planning & Data-Driven Decision Making**  **Complete** 3 projects related to strategic planning and data-driven decision making. You may select from the ones listed below or create your own rigorous projects:   * Participate in or observe a district strategic planning session, a site-based strategic planning session, and a goal-setting session. Prepare a presentation for administrators to summarize the progress of these sessions. * Assemble the data necessary to address a defined problem and use that data to inform recommendations through a committee or by oneself. Share data and recommendations in a formal presentation. * Develop a model for implementing professional learning communities that can be replicated in other schools in the district, complete with budget, schedule, and professional development. * Analyze student data in a specific curricular area and develop an action plan to improve student achievement. Provide the specific data, your analysis, and your recommendations in a presentation. * Review the present strategic plan of your district. Analyze how effectively the goals are being met and monitored for success. Prepare a presentation to demonstrate the goals that have been achieved and those that still need to be accomplished. * Review this year’s standardized test results, and identify areas of growth and weakness. Make recommendations for improvement. Prepare a presentation that could be shared with administrators or the board. * Examine a specific instructional program. Review the achievement data related to the program and determine whether it was successful. Evaluate the cost of the program, including materials and staffing. Prepare a presentation with your recommendations. * Construct a spreadsheet displaying revenue by sources, cross-referenced with the district strategic plan. * After reviewing district-wide achievement data, develop a plan for district administrators to improve achievement of all students, particularly those in subgroups. * Analyze the PA School Performance Profile for a specific school. Prepare a presentation explaining the strengths and weaknesses, as well as your recommendations. * Analyze disaggregated data in a specific curricular area and make recommendations about instructional practices and program and staff development in a presentation. * Present student achievement data from various sources to show coherence with or differences with state achievement test results.   **Submit** a completed Field Experience Log for each of your 3 projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 1: Strategic Planning & Data-Driven Decision Making * Project 2: Strategic Planning & Data-Driven Decision Making * Project 3: Strategic Planning & Data-Driven Decision Making | | 2.1, 2.2. 2.3 | Field Experience: **37.5 hours** |
| **Module Two Discussion**  **Respond** to the following discussion question:  In Module Two, you are working on projects that demonstrate how effective leaders develop and nurture an organization through strategic planning, data-driven decision making, and strategic deployment of resources. Give a brief description of your project and the evidence you will submit. Analyze your experiences and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of the second week in Module Two to the *Module Two Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Two. | | 2.1, 2.3 | Discussion: 2 hours |
| **Total** |  |  | **39.5** |

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| Module Three: Management of Human Resources, Employee Discipline, and Contract Administration | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the superintendent’s responsibilities for managing of human resources and related functions of the business office. | | CLO3 | |
| * 1. Investigate the superintendent’s responsibilities in contracts and master agreements. | | CLO3 | |
| * 1. Evaluate mentoring, negotiating, or disciplinary sessions. | | CLO3 | |
| ***Resources and Activities***  *Explore these resources to deepen your understanding of the concepts in this module.* | |  |  |
| **Module Three Overview**  The superintendent is responsible for managing human resources and related functions of the business office, such as payroll and employee records. The superintendent is also charged with ensuring that employees fulfill their contractual obligations and adhere to the code of conduct reflecting the responsibilities of public employment. The superintendent also administers all contracts and master agreement to ensure consistency and fair treatment of all employees. | | 3.1, 3,2, | N/A |
| **Readings**  **Read** the following resources:   * Pennsylvania Department of Education: [Educator Discipline Report - 2015](http://www.education.pa.gov/Documents/Teachers-Administrators/Professional%20Educator%20Discipline/Educator%20Discipline%20Report%202015.pdf) * Ch. 5 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success* | | ***Alignment***  3.2, 3.3 | ***AIE***  N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | | ***Alignment*** | ***AIE*** |
| **Projects 4 and 5: Human Resources, Employee Discipline, & Contract Administration**  **Complete** 2 projects in management of human resources, employee discipline, and contract administration. You may select from those listed below or create your own project.   * Participate with cooperating mentor in one of the following processes:   + Evaluating a support service or curriculum supervisor   + Disciplining of an employee (with permission of the employee in question)   + Screening, interviewing, and selecting a principal or school administrator * Participate in collective bargaining, at the table in negotiations and in a private session with the board negotiating team. * Discuss labor law requirements with the school district attorney, mentor, or negotiating team members, and develop a summary sheet. * Assist the superintendent in briefing the administrative team regarding negotiations with a bargaining unit. * Review and analyze the district induction plan, and show evidence of how it meets the state requirements. * Analyze how effective the mentoring plans are in your district. * Examine the process of hiring professional staff in your district. Analyze the steps and the superintendent’s role in the process. * Analyze your district’s supervision model for professional staff, and explain how it meets the requirements of the state. * Analyze how principals are evaluated in your district and explain how this is connected to student achievement. * Examine the system of tracking mandatory trainings for staff members and share the district plan to ensure 100% compliancy. Examine the steps that would be taken with a professional staff member who has an unsatisfactory rating. * Summarize what you have learned after a meeting with the director of human resources where you discussed one or more of the following topics: * Contract negotiations * The process of hiring new administrators and teacher * Requirements for new teachers and staff members * The process for handling grievances * Any relevant issues presently being addressed by the office of human resources   **Submit** a completed Field Experience Log for both of your projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 4: Human Resources, Employee Discipline, & Contract Administration * Project 5: Human Resources, Employee Discipline, & Contract Administration | | 3.1, 3.2, 3.3 | Field Experience:  25 hours |
| **Module Three Discussion**  In Module Three, you are working on projects that assess the role of the superintendent in the management of human resources, employee discipline, and contract administration. Give a brief description of your project and the evidence that you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of the first week of Module Three to the *Module Three Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Three. | | ***Alignment***  3.1, 3.2, 3.3. | ***AIE***  Discussion: 2 hours |
| **Total** |  |  | **27** |

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| Module Four: Curriculum and Professional Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate curriculum and professional development practices for effectiveness. | | CLO3 | |
| * 1. Determine appropriate allocation of resources for curriculum and instructional activities. | | CLO3 | |
| ***Resources and Activities***  *Explore these resources to deepen your understanding of the concepts in this module.* | | ***Alignment*** | ***AIE*** |
| **Module Four Overview**  Although a district may have a chief academic officer, such as an assistant superintendent for curriculum and instruction, the superintendent plays a major role in curriculum and professional development. The superintendent is responsible for ensuring that effective curriculum and professional development take place. The superintendent is also responsible for allocating resources that make it possible to implement curriculum and instructional improvement initiatives. | | 4.1,4.2 |  |
| **Readings and Videos**  **Read** the following resources:   * Ch. 2 & 3 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success* * [Professional Development](http://www.edweek.org/ew/issues/professional-development/)   **Watch** the following videos:   * [Professional Development Tips for School Administrators](https://www.youtube.com/watch?v=R9u1Yrj9wWs) (3:37) * [School Administrator Dance (Nextel Commercial Spoof)](https://www.youtube.com/watch?v=PwEItlFeY9A) (0:43) | | 4.1 4.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | | ***Alignment*** | ***AIE*** |
| **Project 6: Curriculum Development & Project 7: Professional Development**  **Complete** one of the following projects in curriculum development, or create your own:   * Review and assess a district multiyear schedule for reviewing and revising all curriculum areas. * Lead a curriculum review committee, and determine how resources will be spent in a fiscally responsible manner. * Review and evaluate a school district’s technology plan from an instructional point of view. * Select a subject area, and determine how the materials and instructional practices are meeting the needs of the students in special education. * Evaluate a curriculum, and then develop recommendations for improvement through a committee or by yourself. * Analyze the program for English language learners   **Complete** one of the following projects in professional development, or create your own:   * Determine professional development strategies necessary for the implementation of instructional improvement through a committee or by yourself. * Review and evaluate a professional development plan, and then develop recommendations for improvement through a committee or by yourself. * Determine professional development strategies necessary for the implementation of a new technology through a committee or by yourself. * Analyze district needs through a staff survey and meetings with the leadership team, and then develop a professional learning plan based on your findings. * Examine the need for diversity training, and implement a plan. * Review state requirements for professional training, and share how your district will implement them. * Analyze the induction program in your district and how new teachers receive ongoing training. * Examine the mentoring program in your district and the opportunities for peer coaching. Make recommendations for improvement of these resources.   **Submit** a completed Field Experience Log for both of your projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 6: Curriculum Development * Project 7: Professional Development | | 4.1, 4.2 | Field Experience:  25 hours |
| **Module Four Discussion**  In Module Four, you are working on projects that evaluate the role of the superintendent in curriculum and professional development. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of the first week of Module Four to the *Module Four Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Four. | | 4.1. 4.2 | Discussion:  2 hours |
| **Total** |  |  | **27** |

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| Module Five: District Budgeting and Financial Management | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze a school budget for how it meets legal obligations and student needs. | | CLO5 | |
| * 1. Determine appropriate allocation of school resources to meet strategic plans. | | CLO5 | |
| ***Resources and Activities***  *Explore these resources to deepen your understanding of the concepts in this module* | | ***Alignment*** | ***AIE*** |
| **Module Five Overview**  Although a district may have a chief financial officer, such as an assistant superintendent for business and finance or a chief school business official, the superintendent plays a major role in budgeting and fiscal stewardship. The superintendent is responsible for ensuring that the annual school budget meets legal obligations for student needs and for seeing that prudent fiscal stewardship is practiced. The superintendent is responsible for allocating resources among competing interests. | |  |  |
| **Readings**  **Read** Ch. 7 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success*. | | 5.1, 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Projects 8 and 9: District Planning & Financial Management**  **Complete** 2 projects related to district budgeting and financial management. You may select from those listed below or create your own project.   * Analyze the district budgeting process as a whole, as either a participant or an observer. * Evaluate the development of a budget for a specific program as a participant or an observer. * Review and assess with a school business official the monthly budget and financial reports created for the board and the public, and identify what information is included in the reports and how the information is used by administrators and the board. * Analyze how, and to what extent, the district budget reflects the district strategic plan. * Prepare a presentation for staff to explain the current budget process * Develop a chart that will be used in a presentation that explains the budget process from start to final approval. * Using projected enrollment data, forecast the personnel and budgetary needs for the future. * Examine how the business department’s accounts are audited and monitored for compliance with state law and district policy. * Evaluate spending on district transportation services, food services, health services, and other services. * Analyze and evaluate how district funds are used to ensure effective, efficient operation and maintenance of district facilities. * Examine grants and state revenues that assist with district operations. * Evaluate the technology budget for the replacement and maintenance of hardware and software.   **Submit** a completed Field Experience Log for both of your projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 8: District Planning & Financial Management * Project 9: District Planning & Financial Management | | 5.1, 5.2 | Field Experience:  25 hours |
| **Module Five Discussion**  In Module Five, you are working on projects that evaluate the role of the superintendent in budgeting, financial management, and fiscal stewardship. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of the first week of Module Five in the *Module Five Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Five. | | 5.1, 5.2 | Discussion:  2 hours |
| **Total** |  |  | **27** |

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| Module Six: Communications, Community Relations, and Boardmanship | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Investigate methods to nurture constructive relationships among school staff, students, parents, and the larger community. | | CLO6 | |
| * 1. Assess methods to create systems for internal and external communication. | | CLO6 | |
| * 1. Determine appropriate methods for representing the school district to external constituents. | | CLO6 | |
| ***Resources and Activities***  *Explore these resources to deepen your understanding of the concepts in this module.* | | ***Alignment*** | ***AIE*** |
| **Module Six Overview**  Perhaps the superintendent’s most important role is that of chief communicator. The superintendent must nurture constructive relationships among and between school staff, students, parents, and the larger community. The superintendent must create systems for communication, both internally and externally, and must represent the school district to its external constituents. The public operations of the board of education must reflect and encourage open communications. | | 6.1, 6.2, 6.3 |  |
| **Readings and Videos**  **Read** Ch. 4 of *Leading with Resolve and Mastery: Competency-Based Strategies for Superintendent Success*.  **Watch** [David Logan: Tribal Leadership](http://www.ted.com/talks/david_logan_on_tribal_leadership?language=en) (16:36). | | 6.1, 6.2, 6.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Projects 10–12: External Communications, Community Relations, & Boardmanship**  **Complete** three projects in external communications, community relations, and boardmanship. You may select from the ones listed below or create your own project.   * Evaluate the effectiveness of the district website and the guidelines for keeping it accurate and current. * Analyze how the district uses social media and the challenges it faces. * Evaluate meetings between school district administrators and an external agency, such as the police department or intermediate unit personnel, as a participant or an observer. * Create and deliver an information session for parents about a new district initiative. * Attend a public board meeting and private session of the board, if permitted, and analyze it from a communication-focused point of view. * Analyze the district communication system to parents, and determine how the district maintains accurate information. * Evaluate the protocol for delivering information to all stakeholders in the event of an emergency. * Participate in district committees involving community members and parents. Then evaluate their effectiveness relative to their goals. * Examine how the superintendent develops partnerships with businesses and support programs in the community.   **Submit** a completed Field Experience Log for each of your 3 projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 10:External Communications, Community Relations, & Boardmanship * Project 11:External Communications, Community Relations, & Boardmanship * Project 12:External Communications, Community Relations, & Boardmanship | | 6.1,6.2, 6.3 | Field Experience:  **37.5 hours** |
| **Module Six Discussion**  In Module Six, you are working on projects that evaluate how the superintendent engages in community relations, collaboration, and communicating with external agencies, organizations, and officials through boardsmanship. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of Week Two of Module Six to the *Module Six Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Six. | | 6.1, 6.2, 6.3 | Discussion:  2 hours |
| **Total** |  |  | **39.5** |

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| Module Seven: School Facilities and Referenda for School Facilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Critique the facilities for safety and instructional environment. | | CLO7 | |
| * 1. Evaluate school facility planning that may be related to a referendum. | | CLO7 | |
| ***Resources and Activities***  *Explore these resources to deepen your understanding of the concepts in this module* | | ***Alignment*** | ***AIE*** |
| **Module Seven Overview**  In addition to being a fiscal leader, the superintendent is also steward for the care, operation, and management of all school facilities. To ensure that all students are housed in safe facilities and to ensure that facilities are appropriate for the instructional program, the superintendent must lead in the routine maintenance, periodic renovation, and, when indicated, construction of new facilities through the operating budget or voter-approved financing. New learning technologies require an infrastructure to support them. | | 7.1, 7.2 |  |
| **Readings and Videos**  **Read** [Act 1 which regulates school district property taxes](https://www.psea.org/issues-action/key-issues/education-policy-issues/act-1-questions-and-answers/).  **Watch** [Advice from Superintendents](https://www.youtube.com/watch?v=Tx4I5VlYl4Q) (6:26). | | 7.1, 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | | ***Alignment*** | ***AIE*** |
| **Project 13: School Facilities & Project 14: Referenda for Facilities**  **Complete** one of the projects listed below in school facilities, or create your own:   * Review and analyze a school district’s facility plan. * Review and analyze the scope of work in a major facility renovation. * Examine and evaluate district policies for the use of facilities by school and non-school organizations. * Evaluate the polices and strategies that ensure that district facilities and equipment are used in a safe, effective, and efficient manner. * Analyze the staff development plan for custodial staff and school employees as it relates to school facilities.   **Complete** one of the projects listed below in referenda for facilities, or create your own:   * Evaluate school facility planning that may be related to a referendum as a participant or an observer. * Review and analyze a school district’s technology plan, as well as how it may be related to a referendum for school facilities. * Interview your business manager and discuss the following:   + The implications of Act 1 in your school district   + The process for a referendum   + The exceptions granted under Act 1   **Submit** a completed Field Experience Log for both of your projects to the following drop boxes within the  Action Projects Assignments folder in Blackboard:   * Project 13:School Facilities * Project 14:Referenda for Facilities | | 7.1, 7.2 | Field Experience:  **25 hours** |
| **Module Seven Discussion**  In Module Seven, you are working on projects that examine the superintendent’s responsibility for advancing voter referenda and managing school facilities. Give a brief description of your projects and the evidence you will submit. Analyze your experiences and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not a summary of your project.  **Post** a response to the discussion question by the end of the first week of Module Seven to the *Module Seven Discussion* in Blackboard.  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to one or more of your classmates' posts by the end of Module Seven. | | 7.1, 7.2 | Discussion: 2 hours |
| **Total** |  |  | **27** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
|  | 6.5 |
| **Week 2** |  |
| Required | 39.5 |
| **Week 3** |  |
| Required | 27 |
| **Week 4** |  |
| Required | 27 |
| **Week 5** |  |
| Required | 27 |
| **Week 6** |  |
| Required | 39.5 |
| **Week 7** |  |
| Required | 27 |
|  |  |
| **Total Required Hours** | 193.5 |