

ELC 701: School Superintendency

1. **Course Prefix and Number:** ELC 701
2. **Course Title:** School Superintendency
3. **Credits:** 3 Credit Hours
4. **Course Prerequisites/Corequisites:** Admission to Ed.S. or Ed.D. Programs in educational leadership or permission of instructor.
5. **For Whom Planned:** This is a graduate level course that is required of all students who wish to obtain an Ed.S. or Ed. D. and Level III Administrators Certification. The course is designed for both aspiring superintendents and central office administrators. Other students may enroll if space is available.
6. **Instructor Information:** Larry D. Coble, 3200 Northline Avenue, Suite 142, Greensboro, NC, 27408, 315-7710 or 315-7711, Fax 315-7715, or by e-mail at lrrycble@bellsouth.net. Office hours are by appointment.
7. **Course Purpose/Catalog Description:** Designed for both aspiring superintendents and central office administrators. Focuses on basic knowledge and skill development around a broad range of issues critical to superintendent success.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**
The content of this course is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. Although ISLLC standards cut across content areas, the major standards are referenced for each course goal. The American Association of School Administrators (AASA) Standards for the Superintendency also guide content design in the course.

To assist the superintendent and/or central office administrator to:

- a. Facilitate the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students (corresponding to ISLLC Standard 1).
- b. Promote the development of organizational, instructional, and assessment strategies that enhance teaching and learning (corresponding to ISLLC Standard 2).
- c. Become involved with others to ensure a working and learning climate that is safe, secure, and respectful of diversity (corresponding to ISLLC Standard 2).
- d. Demonstrate integrity and behave in an ethical manner (corresponding to ISLLC Standard 5).
- e. Facilitate improvement by engaging school stakeholders in collaboration, team building, problem solving, and shared decision-making (corresponding to ISLLC Standard 4).
- f. Use excellent management and leadership skills to achieve effective and efficient organizational operations (corresponding to ISLLC Standard 3).
- g. Employ effective interpersonal, communication and human relations skills (corresponding to ISLLC Standard 6).
- h. Demonstrate academic success, intellectual ability, and a commitment to life-long learning (corresponding ISLLC Standard 2).
- i. Promote the appropriate use of valid and reliable information, facilitate progress, evaluate personnel and programs, and make decisions (corresponding to ISLLC Standard 6).
- j. Foster a culture of continuous improvement focused upon teaching and learning (corresponding to ISLLC Standard 2).
- k. Establish an effective working relationship with the local board of education and guide policy development and implementation (corresponding to ISLLC Standard 6).
- l. Understand schools as political systems and develop coalitions with organizations and individuals to ensure adequate support and resources for the school district (corresponding to ISLLC Standard 6).

10. Teaching Strategies:

Lecturing is used mainly for introducing topics and presenting theory and new concepts and their application to the challenges facing school superintendents and/or central office administrators. Emphasis is also placed on interactions among class members so that they may learn from others' experiences and ideas and reflect on their own behaviors as well. The instructor utilizes a variety of teaching strategies that include, but are not be limited to, lecture, small group work, large group discussion, extensive reading, independent research, video presentations, outside speakers, case studies, and simulated role plays.

11. Evaluation Methods and Guidelines for Assignments:

The evaluation of the performance of students is determined by class attendance, class participation, and the successful completion of work products directly related to potential success as a school superintendent and/or central office administrator. Work products must demonstrate scholarship, as well as the ability to reflect on practice.

Guidelines for making assignments include the ongoing incorporation of course objectives derived from ISLLC Standards. The assignments are directly related to building knowledge and skills that are necessary for success as a practicing superintendent and/or central office administrator. Students are responsible for:

- a. Interview with practicing superintendent/written critical analysis (25 percent of final grade)
- b. Development of personal belief statements and personal vision for a district (10 percent of final grade)
- c. Reading assignments/critiques as required (10 percent of final grade)
- d. Summary of significant learnings and reflective written exercise [Hallmark Assignment] (45 percent of final grade)
- e. Class attendance, participation in small and large group discussions, and demonstrations through discussions that knowledge from readings has been acquired (10 percent of final grade)

The student's grade for this course is based upon the instructor's judgment regarding the quality of the student's performance in the areas noted above.

12. Required Text(s)/Readings/References:

- a. Glass, T., Bjork, L., & Brunner, C. The Study of the American School Superintendency: 2000. Arlington, VA: American Association of School Administrators (2000).
- b. All articles and support documents included in the course pack.

13. Topical Outline:

The topical¹ outline for each of the twelve objectives selected for this course is as follows:

- a. *Vision:*
 - i. The role of vision in education leadership
 - ii. The relationships among vision, instruction, learning, assessment, and school organizations and structure
 - iii. The importance of developing a shared vision with all stakeholders
 - iv. The need to gather data to describe the current status of the district before vision development
 - v. Vision and student needs
 - vi. Contribution of diversity to excellence and equity

¹ Note: Learners are responsible for mastering knowledge, skills, and professional perspectives for each topic.

- vii. Importance of developing collaboration and leadership in implementing vision
- viii. The role of the school superintendent in vision development and implementation
- ix. The relationship between implementation of vision and available resources

b. *Learning:*

- i. The teaching/learning process
- ii. Instructional/curriculum alignment
- iii. Different learning styles
- iv. Technology as an instructional tool
- v. The development of collective responsibility
- vi. The role of the superintendent as instructional leader
- vii. Impact of resource allocation on student learning
- viii. The relationship between facilities and the teaching learning process
- ix. Impact of accountability movement on teaching and learning
- x. The relationship between student performance and selected student characteristics
- xi. Strategic planning

c. *Climate:*

- i. Need to be proactive in safety issues
- ii. Value of diversity in the school
- iii. The messages gained from research on school climate
- iv. Perceptions of school safety and climate
- v. Normative behavior of various age and cultural groups
- vi. Communication performance expectations
- vii. Availability of community resources that might impact on schooling
- viii. Issues, needs and values of individual schools and communities

d. *Professional Ethics:*

- i. Ethics associated with education profession
- ii. Cultural norms and standards of local community and school system
- iii. Implication of decisions/behaviors
- iv. The acceptance of public scrutiny
- v. Ethical implications of policies and laws

e. *Collaboration and Empowerment:*

- i. Implications of shared decision making on central administrators, principals and teachers
- ii. Building, training, and supporting decision making teams at district and school levels
- iii. Trends/best practices/current research on collaboration and empowerment
- iv. Group dynamics
- v. The needs/desires of stakeholders
- vi. Collaboration in the use of community resources

- f. *District Operations:*
 - i. Functions of management – planning, organizing, directing, collecting data, making decisions, evaluating results, and being accountable
 - ii. Best practices regarding leadership and management
 - iii. Budget development and management and impact on instruction
 - iv. Value of effective management and leadership procedures
 - v. The value of each school and individual in realizing districts’ mission
 - vi. Procedural and legal processes regarding school administration
 - vii. The importance of group processes
 - viii. Community dynamics
 - ix. The importance of managing change
 - x. Recruitment and selection of personnel
- g. *Human Relations:*
 - i. The dynamics of human behavior
 - ii. Importance of effective interpersonal skills in leadership and management
 - iii. Understanding diversity and individual differences
 - iv. Effect of change on people
 - v. Importance of verbal and nonverbal communication
 - vi. Types, uses, and functions of media
- h. *Development of Self and Others:*
 - i. New and emerging educational issues and trends regarding teaching, learning, assessment, and district organization
 - ii. Importance of providing time for reflection and professional growth
 - iii. Understanding that learning organizations are sustained by intellectualism, dialogue, reflection, and inquiry
 - iv. The importance of a broad comprehensive educational background
 - v. Principles of adult learning
- i. *Information Management, Evaluation, and Assessment:*
 - i. Collection, analysis, and use of data for decision making
 - ii. The importance of dealing with sensitive data in an appropriate manner
 - iii. Accounting requirements for fiscal responsibility
 - iv. Educational research and its application for school administration and decision-making
- j. *Continuous Improvement:*
 - i. Emerging curriculum themes, approaches relating to teaching and learning
 - ii. Link between staff development and continuous improvement
 - iii. Motivation theory and its application to teaching and learning
 - iv. Strategic planning and evaluation processes
 - v. Organizational development and barriers to improvement

k. *Relationship with the Local Board of Education:*

- i. Protocols for public board operations
- ii. Trends/best practices that relate to policy development
- iii. Communicate difference between policy making and management
- iv. Dynamics of board election/selection
- v. Continuous education of board members
- vi. Characteristics of board members and different cultures in community
- vii. History of school district
- viii. Identification of power structure in the community
- ix. Identification of power of special interest groups
- x. Value of input from stakeholders

l. *Development of Coalitions:*

- i. Factors influencing the operation of a complex system
- ii. Political structure of local, regional, and state government
- iii. Engagement of stakeholders in support of schools
- iv. Politics of school funding
- v. Sources of funding
- vi. Support from business and industry
- vii. Identification of power brokers, their positions on issues, the information they need, and their motives and interest
- viii. Community history and politics
- ix. Importance of timing
- x. Cooperation with other human service agencies serving children

Course assignments are designed to link formal knowledge acquired in the classroom setting with its application in field-based settings. In this regard, students identify an exemplary school district superintendent with whom to work. Students are responsible for identifying opportunities to make observations and connections.

14. Other Information:

Attendance Policy:

Students are expected to attend all classes, as genuine and informed participation is a criterion for a grade in this course. Students unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. Students missing class must provide the instructor with a written excuse no later than a week following the absence.

Unexcused absences will result in the reduction in the student's grade for class participation up to 10 percent of the total grade for the class.

The instructor may request that the student take a W (withdraw) or I (incomplete) for the course if unexcused and excused absences exceed one (1) class meeting or weekend session during the semester.

In the event of a student absence, the student remains responsible for readings and course requirements for that particular class session.

Academic Honor Code:

Each student should recognize his/her responsibility to uphold the Academic Honor Policy and to report violations to the appropriate persons.

15. Recommended Text(s) and/or Readings:

- The Arbinger Institute. (2002). *Leadership and Self-Deception*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Bolman, L., & Deal, T. (2000). *Escape from Cluelessness*. New York, NY: AMACOM.
- Bolman, L., & Deal, T. (2001). *Leading with Soul*. San Francisco, CA: Jossey-Bass, Inc.
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass, Inc.
- Giber, D., Carter, L., & Goldsmith, M., Eds. (2000). *Linkage Inc.'s Best Practices in Leadership Development Handbook*. San Francisco, CA: Jossey-Bass, Inc.
- Goldsmith, M., Lyons, L., & Freas, A., Eds. (2000). *Coaching for Leadership*. San Francisco, CA: Jossey-Bass, Inc.
- Jossey-Bass Publishers. (2000). *The Jossey-Bass Reader on Educational Leadership*. San Francisco, CA: Jossey-Bass, Inc.
- Kouzes, J., & Posner, B. (2002). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass, Inc.
- Lowery, S., & Harris, S. (2003). *Standards-Based Leadership: A Case Study Book for the Superintendency*. Lanham, MD: Scarecrow Education, Inc.
- Maxwell, J. (2000). *Failing Forward*. Nashville, TN: Thomas Nelson Publishers.
- Maxwell, J. (2001). *The 17 Indisputable Laws of Teamwork*. Nashville, TN: Thomas Nelson Publishers.
- Newcomb, A. (2004, November). Heifetz on public leadership: the popular author Applies the notion of adaptive challenges to the superintendency. *School Administrator*, Vol. 61, Issue 10, p. 20.
- Pardini, P. (2004, September). Ethics in the superintendency: the actions of malfeasance by a few superintendents undermine the credibility of honest, hard-working educators. *School Administrator*, Vol. 61, Issue 8, p. 10.
- Peterson, K., & Deal, T. (2002). *The Shaping School Culture Fieldbook*. San Francisco, CA: Jossey-Bass, Inc.
- Reeves, D. (2002). *The Leader's Guide to Standards*. San Francisco, CA: Jossey-Bass, Inc.
- Schlechty, P. (2000). *Shaking Up the Schoolhouse*. San Francisco, CA: Jossey-Bass, Inc.
- Senge, P., et al. (1999). *The Dance of Change*. New York, NY: Doubleday.
- Sergiovanni, T. (2001). *The Lifeworld of Leadership*. San Francisco, CA: Jossey-Bass, Inc.

Yukl, G. (2002). *Leadership in Organizations*. Upper Saddle River, NJ: Prentice-Hall.

16. **Alignment with State and National Standards:** See 9. Course Goals and/or Objectives/Student Learning Outcomes.



— **COURSE SYLLABUS** —

Course Description

This course is designed to assure that aspiring school superintendents and central office personnel receive the basic knowledge and develop the skills necessary for enhanced performance in the demanding role(s) as the formal leader(s) of the educational enterprise. The course examines the role of superintendent in emerging social, economic, and political contexts that are changing how schools are viewed and transforming how superintendents and district-level administrators lead. It is designed for both aspiring superintendents and central office personnel and focuses on understanding a broad range of issues that are critical to the success of new and veteran superintendents. The changing nature of the American superintendency, work characteristics, major management and leadership responsibilities, including the superintendent as an education, managerial, political, and change leader will be examined.

Session 1

- ◆ Welcome
- ◆ Course Overview/Expectations/Grading
 - Assessing Your Role as a School Superintendent Survey
- ◆ Complete Student Information Sheet
- ◆ Detailed Introductions – Name; current position; your perception of the current critical leadership challenge facing your superintendent and how you “fit in;” your description of what you would accept as evidence of effective leadership in the superintendency and why.
- ◆ School Superintendents: Lessons Learned from Experience
- ◆ Formulate Questions for Superintendent/District-Level Leaders Panel

Session 2

- ◆ The Nature of the Superintendency
 - The Superintendency: A Historical Perspective
 - The Superintendency in Rural, Suburban, and Urban Districts
 - Social Contexts of Changing Communities
 - Differences between Superintendents’ and Business and Industry CEO’s Leadership Roles
 - Assessing the Role of the School Superintendent
 - Most and Least Satisfying Aspects of Being a School Superintendent

Session 2 [Continued]

- ◆ Leadership and Ethics
 - Power of the Moral Compass
- ◆ Instructional Leadership
 - Teaching and Learning Process
 - Impact of Accountability Movement on Teaching and Learning
 - *Encouraging the Heart* (Video) and *The Credibility Factor* (Video)
 - Impact of Resource Allocation on Teaching and Learning
 - Superintendent as Visionary Leader
 - Beliefs, Values, and Purpose
 - Visioning and Characteristics of Powerful Transforming Visions
 - Mission
 - *Focus on Vision* (Video)
- ◆ Formulate Questions for School Board Member Panel
- ◆ Superintendent/District-Level Leaders Panel
- ◆ Working with the Media
- ◆ School Operations
 - Recruitment and Selection of Personnel
 - Budget Development and Fiscal Responsibility
 - Facilities
 - Technology
- ◆ Complete Selected Readings in Session 2 in the Course Pack and Chapters 1, 2, and 3 from the Text

The critical written analysis is due.

Session 3

- ◆ Case Study Analysis Process: “Bored with the Board,” “Hogging the Camera,” “More Help Than I Can Ever Use,” and “A Gift for the Gifted”
- ◆ Leadership, Politics, and Change
 - Understanding School Districts Exercise
 - Relationship with the Local Board of Education
 - Development of Coalitions
 - “Hints for the New Superintendent Who Has a Mandate from the Board to Make Changes”
- ◆ Development of Self and Others
 - Staying on Track/Derailment
- ◆ Board Member Panel
- ◆ Complete Selected Readings in Session 3 of the Course Pack and Chapters 4 and 5 from the Text

The personal belief statements and personal vision for a district are due.

Session 4

- ◆ Case Study Analysis Process: “Get Your Ducks in a Row,” “Micro Management,” and “What It Was Was Not Football”
- ◆ Systems Leadership: Conceptual Tools for Systems Leaders
 - Levels of Leadership
 - Trust
 - Empowerment/Power Redistribution
 - Climate
 - Measurement
- ◆ Pearls of Wisdom
- ◆ Complete Selected Readings in Session 4 of the Course Pack and Chapters 6, 7, and 8 from the Text

The summary of significant learnings and reflective written exercise are due.



ELC 701-81: School Superintendency

SUMMARY OF SIGNIFICANT LEARNINGS AND REFLECTIVE WRITTEN EXERCISE

The final written assignment for ELC 701 is to be produced in two parts. The first part will be a summary of your **SIGNIFICANT LEARNINGS** for the entire semester, and the second part will be a reflective exercise based on questions provided in this assignment document. The two parts are to be combined into one document (as explained in later paragraphs) and submitted by **May 4**. The paper should not be less than 10 or more than 12 double-spaced typewritten or word-processed pages.

Summary of Significant Learnings

Please review all the **SIGNIFICANT LEARNINGS** you have acquired over the course of this semester in ELC 701. Choose the **three** learnings that you feel are the most significant to you. Explain **why** they are significant to you and **why** you choose to write about them. Students are expected to be able to demonstrate through their writings a deeper understanding of the application of those concepts related to the nature of the superintendency.

Please show the specific **SIGNIFICANT LEARNING** at the top of each appropriate page as a heading for the explanation that you write about that learning. As you write about **why** the learning is significant to you, you may find it helpful to include in the explanation how you think this learning has helped you change your perspective about the superintendency, or how it has helped you change in some other way. Also, it may be helpful to explain what you see as the implications of the learning for your future work as a school leader. The primary expectation of this assignment is to cause you to reflect carefully on the entire semester's experience and to explain how what you have learned has helped you prepare for future responsibilities as a school leader.

Reflective Exercise

Please write the most well organized and coherent paper you can in response to the six questions that follow. Please show each question in the text of your paper so that it will be clear which question you are writing about. Your paper should be unabashedly candid and direct, and even self-promoting. Be certain that you support your response to the questions with careful and clear explanations for your response.

In preparation for writing your paper in response to the six questions you are urged to review all the material you have received in the course. Review the

materials provided in the course pack, including all articles and other required readings, and review the notes you have made from the class. The purpose of this exercise is to cause you to carefully reflect on the entire class/course experience and to project your reflections onto your professional future. The most important information you should consider as you produce the paper is what you know about the superintendency and how you would project yourself in the role or in another senior level leadership position.

Please construct your reflective paper as a response to these questions:

1. Do you think you understand what it takes to successfully serve as a superintendent of schools or a senior-level district administrator?

2. What commitments are required from you in order to serve as a school superintendent or a senior-level district administrator?

[Commitments involve your willingness to invest time, energy, intellectual capacity, and courage in leading an organization to the fulfillment of its purpose. You may want to think carefully about what you know about how superintendents and district-level administrators work day in and day out, and how that knowledge has implications for you personally.]

3. From what you know about yourself and what you understand about the requirements of serving as a superintendent or a senior-level district administrator, are you truly willing to meet and fulfill the commitments of effectively leading a school system?

[Consider what you know about yourself and what you have learned by reflecting on information from this class experience. Compare what you know about school systems and leadership with what you know about yourself. The response to this question should include direct and explicit statements in support of your basic answer to the question.]

4. What are your strongest assets for serving as a superintendent of schools or a senior-level district administrator?

[Do not hesitate to state your candid views of your assets and capacities for leadership. Give evidence and explicit explanations that demonstrate your assets.]

5. What limitations do you think you have that have implications for service as a superintendent of schools or a senior-level district administrator?

[Candor is crucial in this response. You should also express what you expect to do or what you believe you can do to overcome your limitations. Everybody has limitations, but successful leaders learn how to compensate for and overcome those constraints. Reflect carefully as you construct your response.]

6. What is (are) your personal aspiration(s) for future service as a school superintendent or senior level administrator at the district level? [After you have identified your aspiration(s), please explain why you have these goals and expectations.]

Remember, the paper is the combined responses to the request for your three most **SIGNIFICANT LEARNINGS** and your responses to the six **REFLECTIVE** questions.