WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 639: The Superintendency
(Three Semester Hours Credit)
Fall 2008
WEB CLASS

Instructor: Dr. Gayle Ecton, Associate Professor
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Hours: M,W,R 10:30am-2:30pm; T 9:30am-1:30pm; F By Appt.

Prerequisites
Completion of Level 1 and 2 Principal or Supervisor certification.

COURSE INFORMATION

Catalog Description

Function, role, and responsibilities of the school superintendent. Topics include politics and education; superintendent’s relationships with the school board, central office staff, and with the state department of education; the budget process; strategic planning; and curriculum leadership.

Purpose

This course is designed for educators who have completed Level I and Level II preparation requirements for administrative endorsement as principal or supervisor and are preparing for the superintendency. It is one of four courses required for the superintendent endorsement. The basic purpose for this course will be to help individuals prepare for, obtain, and be successful in the superintendency.
**Course Description**

Contemporary trends and patterns related to the position of school superintendent will be studied. The role of the superintendent will be examined in relation to contemporary issues by examining those issues from multiple perspectives. The emphasis of the course will be on developing a conceptual understanding of how a superintendent should think and feel as well as an understanding of what to do. Particular emphasis will be given to professional standards and ethical behavior. The course will be conducted as a seminar with considerable emphasis on case studies and scenario activities as a means to study the role and function of the superintendent.

**Course Objectives**

This course is designed to enable students to acquire essential knowledge and develop skills in each area represented by: (1) the Interstate School Leaders Licensure Consortium (ISLLC) Standards which have been adopted by Kentucky as the administrator standards for the state, and (2) the American Association of School Administrators (AASA) Standards for the Superintendency. (Copies of each set of standards are attached to this syllabus.) The student is expected to integrate and be able to apply the knowledge, dispositions, and performances of the standards in meeting the following specific course objectives:

1. Discuss the historical perspective of the superintendency and the changing role of the superintendency today, including the circumstances of women and minorities as superintendents.

2. Demonstrate an understanding of the superintendency in context: rural, suburban, and urban district settings, as well as social contexts (changing communities and school cultures).

3. Demonstrate an understanding of the characteristics of school districts and boards of education.

4. Analyze the superintendent’s role as an Educational Leader (standards driven; setting expectations for improving curriculum; exemplary, research-based classroom practices; instructional leadership; focus on improving student performance; improving teaching quality; staff and program evaluation, and supporting high performing schools.)

5. Analyze the superintendent’s role as a Managerial Leader (general overview of a superintendent’s managerial levers: budget, supervision of personnel, regulations and policy, facilities planning, time management, problem identification and resolution, and central office administrative teams.)

6. Analyze the superintendent’s role as a Political Leader (community, organizational, effective school board relations, organizational leader, team building, and interagency collaboration.)

7. Analyze the superintendent’s role in Leading Change (identifying beliefs, developing a vision,
communicating the vision, generating and using data, strategic planning, designing and implementing change strategies, changing organizational culture, and institutionalizing change.)

8. Develop an understanding of the superintendent’s career paths, socialization, selection, and performance evaluation.

Course Topics

The nature of the superintendency requires that the superintendent interact continually with many different people and agencies in complex and dynamic relationships. The human relations skills and the processes with which the superintendent must be competent to work effectively with people will be examined, with a particular emphasis on working with the school board, central office staff, teachers, and the community. The importance of diversity will be emphasized and related issues will be examined. The other personal and professional competencies required for effective leadership, including collaboration, involving parents and community, use of technology, and data-based decision making will be discussed. The personal impact and stress of the job on a superintendent will also be examined.

Text: (Required)

The textbooks adopted and required for this course are:


Special Instructional Materials

Copies of several articles and case studies will be provided students to be used as part of class materials.

Major Teaching Methods

The methods and activities for instruction may include lecture/discussion, written papers and projects, videos, and use of the internet.

Grading/Evaluation

Assessment will be based on the evaluation of students’ attainment of course objectives through active participation in class activities and discussion, completion of reading and written assignments, and participation on the website. Students will analyze and discuss assigned case studies and also complete a summary of key learning and insights gained from each case study.

1. Participation in class discussions, presentations, and other assigned activities will
be evaluated on quality of the contribution, evidence that assigned reading material was read, regularity of participation, appropriateness of contribution, and frequent demonstration that other reference material was consulted. Attendance at any required class sessions will also be credited.

2. Required papers will be evaluated based on clarity and effectiveness of presentation, accuracy and appropriateness of discussion, logic and rationale support for conclusions, supporting references, and the overall professional quality of the reports.

3. Discussion of case studies will be based on the clarity and effectiveness of discussion, the accuracy and appropriateness of analysis, and the logic and rationale support for conclusions.

**Points Assignment**

The final grade will be based on the total number of points accumulated.

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- Failing = Below 60 points

The total number of points will be distributed as follows:

- 30 Participation in online discussion (score based on rubric)
- 20 Paper on Getting to Proficiency and Closing the Gaps: Implications for Superintendents
- 20 Reflection on key learnings and implications from case studies
- 30 Paper describing entry plan as a new superintendent
- 100 Total Possible Points

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN B UPON COMPLETING ALL REQUIREMENTS.

**Course Assignments**

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be
proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. All documents are to be submitted as a Microsoft Word document unless specified otherwise by the instructor. Assignments not submitted in the required format will not be accepted. All assignments for this class will be submitted electronically via Blackboard. Do not email assignments to the instructor.

Students’ scores for each assignment will be posted to BLACKBOARD – additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student’s written signature (this is to protect the student’s privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: “I give my consent to the instructor to discuss my course grades with me via E-mail. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents).” The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late will be penalized.

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

Course assignments include:

1. A paper on the implications of the state mandate of Getting to Proficiency and the federal mandate of Closing the Gaps for the role and responsibilities of the superintendent in working with teachers and other school personnel, with the school board, and with the larger community. This should be organized using the four frames referenced on page two of the syllabus. Specific recommendations should be made and supported by appropriate references. DO NOT go into detail to explain the law.
2. A paper discussing your reflections on the key learnings, insights gained, and implications for your leadership from the case studies used in the class (textbook and handouts).
3. Using your reflections paper (#2) as a guide plus other appropriate references, describe in detail your entry plan as a new superintendent and your overall plan of action for your first year on the job. You should address what you would do before arriving, your first day, your first week, your first month, and each month for the rest of that first year. Be specific and give rationale and/or reference support for each major action.
4. An internet web site will be utilized for the majority of class discussion and learning opportunities. All students are expected to access and use this site on a regular basis as directed by the instructor. A portion of the final grade will be based on the frequency,
timeliness, appropriateness, accuracy, and quality of each student’s contribution to group discussion on the website. A rubric will be used by the instructor as a guide for evaluating this participation and will be posted on the website.

Please note that all paper assignments are to be included as sections in the Portfolio for the EDAD 598 Field Experience Superintendency (1, 2, & 3 above).

Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action which may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.
If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

**Technology Requirements:**

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan may be to access from the student’s school computer.

**Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Students with Disabilities**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Safety and Evacuation**

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

**Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No
change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

References


Key Journals
Educational Leadership
Education Week
Phi Delta Kappan
The American School Board Journal
The Executive Educator
The School Administrator
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/6/08</td>
<td>Review Syllabus, Blackboard, Course Intro</td>
<td>Handouts</td>
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<td>Class Meeting</td>
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<td>The Superintendency: Yesterday, Today, and Tomorrow</td>
<td>Chapman, Ch.2</td>
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<tr>
<td>9:00 am -</td>
<td>Roles (“Frames”) of Superintendent</td>
<td>Chapman, Ch.16</td>
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<tr>
<td>3:00 pm CT</td>
<td>Beginning Superintendents and the Challenges of Leadership, Orientation</td>
<td>McCabe, Part I</td>
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<td></td>
<td>Case Studies (Handouts)</td>
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### Online Discussions: Case Studies and Related Topics

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<thead>
<tr>
<th>Week</th>
<th>Case Studies</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week of 9/8</td>
<td>Jackie, Hank</td>
<td>Chapman, Ch. 3,4</td>
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<tr>
<td>Week of 9/8</td>
<td>Leading Your Schools</td>
<td>McCabe, Part II</td>
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<tr>
<td>Week of 9/15</td>
<td>Chad, Kathleen</td>
<td>Chapman, Ch. 5,6</td>
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<tr>
<td>Week of 9/22</td>
<td>Jeena, Eugene &amp; Keith</td>
<td>Chapman, Ch. 7,8</td>
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<tr>
<td>Week of 9/29</td>
<td>Coping with Governance Challenges</td>
<td>McCabe, Part III</td>
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<tr>
<td>Week of 10/6</td>
<td>Susan, Don</td>
<td>Chapman, Ch. 9,10</td>
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<tr>
<td>Week of 9/29</td>
<td>Understanding Standards and Assessment</td>
<td>McCabe, Part IV</td>
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<tr>
<td>Week of 10/20</td>
<td>Laura, Teresa &amp; Marilyn</td>
<td>Chapman, Ch. 11,12</td>
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<td>Week of 10/20</td>
<td>Collaborating with Your Allies</td>
<td>McCabe, Part VII</td>
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<tr>
<td>10/13/07</td>
<td><strong>Assignment Due: Paper: Getting to Proficiency</strong></td>
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<tr>
<td>Week of 10/13</td>
<td>Philbert</td>
<td>Chapman, Ch. 13</td>
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<td>Week of 10/20</td>
<td>Engaging Your Community</td>
<td>McCabe, Part VIII</td>
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<td>Week of 10/20</td>
<td>Mistakes, Harsh Realities</td>
<td>Chapman, Ch. 14,15</td>
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<td>Week of 11/3</td>
<td>Leadership Theory, The Road</td>
<td>Chapman, Ch. 16,17</td>
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<tr>
<td>Week of 11/3</td>
<td>So What Does All This Mean?</td>
<td>McCabe, Part IX</td>
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<td>Week of 11/10</td>
<td>Lessons Learned</td>
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<tr>
<td>11/10/07</td>
<td><strong>Assignment Due: Paper: Key Learnings</strong></td>
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<td>Week of 11/17</td>
<td>Addressing Race and Class</td>
<td>McCabe, Part V</td>
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<td>Week of 11/17</td>
<td>Creating a School Governance Team</td>
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<td>Week of 11/24</td>
<td>Implications for New Superintendents</td>
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<td>Week of 12/1</td>
<td>Open Forum Questions</td>
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<tr>
<td>12/8/07</td>
<td><strong>Assignment Due: Entry Plan paper</strong></td>
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NOTE: Posting online must be done for each week’s topics prior to the beginning date for the next week.