Prerequisites

None

COURSE INFORMATION

Catalog Description

School system operations including finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction.

Purpose

This course is designed primarily for educators with a minimum of two years administrative experience who are preparing for the superintendency or assistant superintendency. The course may also be appropriate for those preparing for other district-level administrative positions, including Director of Pupil Personnel. The primary focus of the course will be to prepare superintendents to be effective school system administrators by developing knowledge, skills, and competencies in the areas which are most critical to school systems operations. The course is one of the four courses required for superintendent certification.
Course Description

The leadership and management of school district finances, auxiliary services, human resources, federal and state programs, facilities, and curriculum and instruction will be studied from a systems perspective of developing and coordinating all system services in the support of high performance schools. The nature of the superintendency and other district-level administrative positions requires that the district administrator interacts continually with many different people and agencies in complex and dynamic relationships. The human relations skills and the processes with which the administrator must be competent to work effectively with people will also be examined. The other personal and professional competencies required for effective school system leadership will also be discussed in the context of a shared decision making environment and a comprehensive school improvement planning process.

Course Objectives

The course is designed for students to acquire knowledge, dispositions, and performance skills in areas identified by the Interstate School Leaders Licensure Consortium (ISLLC) standards and the American Association of School Administrators Professional Standards for the Superintendency. Emphasis is placed on the student understanding, valuing, and knowing how to:

(Number in parenthesis references ISLLC standard and indicator.)

1. Apply systems theory. (1K.03)
2. Create continuous school improvement. (1D.03)
3. Insure the vision shapes the educational programs, plans, and actions. (1P.08)
4. Needed resources are sought and obtained to support the implementation of the school mission and goals. (1P.13)
5. Existing resources are used in support of the school vision and goals. (1P.14)
6. Barriers to student learning are identified, clarified, and addressed. (2P.05)
7. Schools and district are organized and aligned for success. (2P.12)
8. Knowledge of learning, teaching, and student development is used to inform management decisions. (3P.01)
9. Operational procedures are designed and managed to maximize opportunities for successful learning. (3P.02)
10. School plant, equipment, and support systems operate safely, efficiently, and effectively. (3P.06)
11. Financial, human, and material resources are aligned to the goals of the schools. (3P.10)
12. Organizational systems are monitored and modified as needed. (3P.12)
13. Human resource functions support the attainment of school goals. (3P.20)
14. School and community serve one another as resources. (4P.06)
15. Effective media relations are developed and maintained. (4P.12)
16. Comprehensive program of community relations is established. (4P.13)
17. Uses the influence of the office to enhance the educational program rather than for personal gain. (5P.07)
18. Demonstrates appreciation for and sensitivity to the diversity in the school community. (5P.10)
19. The environment in which schools operate is influenced on behalf of students and their families. (6P.01)
20. There is ongoing dialogue with representatives of diverse community groups. (6P.03)
21. Lines of communication are developed with decision makers outside the school community. (6P.06)

Course Topics

School systems administration will be studied from a systems perspective and in the context of the various environments in which school systems operate. Specific topics will include:
1. District culture
2. Politics and Governance
3. Kentucky school finance and school district financial planning.
4. Facility planning and management.
5. Instructional Leadership from the top
6. Human resources.
7. Community relations and collaboration with community agencies.
8. Other auxiliary services including transportation, food services, and technology.
9. Management, and coordination of school district operations to support high performance schools.
10. Developing an effective district leadership team.
11. Ethics of Leadership

Text: (Required)

The materials adopted and required for this course are:


Special Instructional Materials

Handouts provided by the instructor.

Suggested Reading List


Major Teaching Methods

As a web course, this course includes extensive use of online discussion in both large and small groups, use of internet to search and identify relevant information and examples of strategic plans, analysis of actual institutional planning processes and documents, and assigned individual and group projects.

Grading/Evaluation

Assessment will be based on the evaluation of students’ attainment of course objectives through their active participation in class discussion and assigned activities on the internet site, and completion of written assignments.

A. Methods

1. Participation in class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted.

2. Projects and reports will be evaluated based on satisfying the requirement as assigned and the quality of the work.

Points Assignment

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

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<tr>
<td>A</td>
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<td>D</td>
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The total number of points will be distributed as follows:

20 points On-time and appropriate participation on the website
20 points Power Point presentation to civic organization
20 points Integrated planning calendar
20 points Analysis of major auxiliary services
20 points Plan for district support services
100 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 COMPLETION OF 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. Assignments will be submitted either electronically or as hard copy as instructed by the professor.

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:

a. Prepare a Power Point presentation on the status of the school district budget for a local civic club. A scenario will be provided. (Minimum 15 slides, maximum of 30.) Presentation should explain the budget in a way that can be understood by the lay citizen, address how budget priorities are established, and identify the implications for local revenue options. (20 points)

b. Prepare an integrated, comprehensive, month-by-month, planning calendar for the entire year for all school systems operations. Calendar should specifically address activities that are the responsibility of the superintendent and include those major tasks and events required for district operation as well as things that need school board action. (20 points)

c. Develop description of all district auxiliary services and programs. Include an organizational chart that clearly shows all major areas, who is responsible, and lines of authority and decision-making. Identify and explain a method or strategy of how you would assess effectiveness, needs, and areas for improvement of all auxiliary services and programs. Also, address superintendent’s responsibility with each area. (20 points)

d. Develop a written plan for establishing and maintaining district support services and leadership to support high performing schools. Specific guidelines will be provided. (20 points)

e. Online: Course will utilize Blackboard. Forums will be placed on the Discussion Board that will require students to respond within specified times. Some of the forums will require students to do additional research in order to respond appropriately. All responses should be posted in accordance with the guidelines outlined in the Online Scoring Rubric that can be found under Course Information on Blackboard. (20 points)

f. Portfolio for EDAD 598: A copy of all written assignments for this class should be included in your EDAD 598 Portfolio in a section labeled EDAD 649 School System Administration.

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 that 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**

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services DUC 200 of the Student Success Center in Downing University Center. The telephone number is (270) 745-5004. Please DO NOT request accommodations directly from the professor 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**


Journals
Educational Leadership
Education Week
Phi Delta Kappan
The American School Board Journal
The Executive Educator
The School Administrator

**Other Materials**

Kentucky Department of Education. *Regulations and guidelines for facilities management.* Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Financial management manual.* Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement.* Kentucky Department of Education.

Kentucky Department of Education. *District Level Performance Descriptors and Glossary for Kentucky’s Standards and Indicators for School Improvement.* Kentucky Department of Education.
WESTERN KENTUCKY UNIVERSITY
EDAD 649: SCHOOL SYSTEM ADMINISTRATION
SPRING 2009

Tentative Course Schedule

Jan. 31  Review Syllabus and Requirements, Review use of website
        Introduce school system administration
        Review Kentucky school finance and discuss district-wide budgeting

Jan. 31-  Web Topics and Case Studies
May 5   Leadership and District Culture
        Political Leadership
        Communications and Community Relations
        Management, Operations, and Resources
        Curriculum and Instruction
        Human Resources
        Ethical Leadership
        Developing High Performing Teams

Other (added based on current events or class interest)

Mar. 2   Assignment 1: Civic Club Presentation due

Mar. 30  Assignment 2: Integrated Planning Calendar due

Apr. 20  Assignment 3: Description of Auxiliary Services due

May 8   Assignment 4: Plan for District Leadership and Support for High Performing Schools due