



*Department Educational Leadership*

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

**Department of Educational Leadership**

**EDL 724**

**Superintendent  
Standard Syllabus**

**General Information**

Credit Hours: 3  
Instructor:  
Office Phone:  
Cell Phone:  
Email:

**Course Prerequisites**

Admission to the Master's, Certification, or Doctoral programs or permission from the professor.

**Course Description**

Problems, duties, and changing role of the present day chief school administrator (NAU Graduate Catalog)

**Students will meet or exceed the following ELCC Standard Elements as evidenced by ELCC Assessments 2, and 6:**

- ELCC 1.1: Candidates understand how to collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.
- ELCC 1.2: Candidates understand how to collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
- ELCC 1.3: Candidates understand how to promote continual and sustainable district improvement.
- ELCC 1.4: Candidates understand how to evaluate district progress and revise district plans supported by district stakeholders.
- ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the districts educational environment.
- ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

- ELCC 4.3: Candidates understand how to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

**Students will meet or exceed the following PUE, and Course Learning Outcomes:**

- Exhibit openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Model professional ethics and sound professional judgment.
- Demonstrate empathy in their relations with faculty, staff and students.
- Demonstrate willing leadership to their profession.
- Advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
- Can develop and supervise the instructional and leadership capacity across the district.
- Can promote the most effective and appropriate district technologies to support teaching and learning within the district.
- Can monitor and evaluate district management and operational systems.
- Can efficiently use human, fiscal, and technological resources within the district.
- Can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
- Can develop district capacity for distributed leadership.
- Can ensure that district time focuses on supporting high-quality school instruction and student learning
- Can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.
- Can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
- Can safeguard the values of democracy, equity, and diversity within the district.
- Can evaluate the potential moral and legal consequences of decision making in the district.
- Can promote social justice within the district to ensure individual student needs inform all aspects of schooling
- Can advocate for district students, families, and caregivers.
- Can act to influence local, district, state, and national decisions affecting student learning in a district environment.
- Can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

### Course Structure / Approach

The course will (a) introduce students to the major areas of responsibility of the superintendency; (b) address the processes, procedures, and techniques essential to the role and function of the chief school administrator; and (c) provide students with an opportunity for research and inquiry relative to leadership in educational organizations. Emphasis is placed on skills, increasing knowledge, developing skills, application, and dispositions for the examination and formulation of exemplary practices and procedures which may be implemented by school leaders in contemporaneous and diverse educational settings.

Course activities may include discussions of theory and practices in management and administration, case study analysis, group problem solving activities, role playing, interviewing, individual research projects, student presentations, presentations by guest speakers, article critiques, research papers, signature assignments, and written/oral examinations.

### Required Textbook and Materials

Norton, M. Scott, et al. (1996). *The School Superintendency*. Needham Heights, MA Allyn and Bacon ISBN 0-205-15933-8

### Recommended Optional Materials / Reference Resources

EDL Approved Reading List includes Governing Board Policy Manuals, related articles from educational journals, and links to various educational leadership websites.

### Course Outline

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|---------|--|
| Class 1 | Introductions, Course Outline<br>ELCC Standards Activity<br>Signature Assignment<br>Ch 1, Summary p 21<br>Transactional Leadership, Transformational Leadership p 30<br>Case 1.1, p 22 <i>Leadership by Manipulation</i><br>In-basket Exercise, p 23<br>Student Assignments for “The Study of the American School Superintendency” |
| Class 1 | Ch. 2 Figure 2.1 Increased Participation of Board members p 38<br>Special Interest Groups p 44 - 46<br>Case 2.1, p 47 Special Interest<br>In-basket Exercise 2.1, p 47<br>Student Presentations on Case 2.1<br>Student Presentations on In-basket 2.1<br>AZ Standards, ELCC Standards Activity                                     |
| Class 2 | Principal Centered Framework p 55 - 59<br>Experiential Background p 60<br>Formal Preparation p 61, 62<br>Visibility p 63<br>Tolerance for the Ambiguous and the Uncertain p 64   |

Time and Energy p 64, 65  
Support by Building Bridges p 65  
Tenure and Mobility p 66  
Stress p 68, 69  
Discussion Questions 2, 3, and 4 p 70  
Case 3.1 and 3.2 p 71  
Student Presentations on Discussion Questions 2, 3, and 4 p 70  
Student Presentations on Case 3.1 and 3.2 p 71

Class 2 Ch. 4 What is Culture? P 74, 75  
Culture and the School System, Guba-Getzels Social Systems Model p 76 - 79  
Implementing the New Vision p 82  
Summary p 82  
Discussion Questions 1, 2, 3 p 83  
In-basket Exercise 4.1, p 84, 85  
Student Presentations on Discussion Questions 1, 2, 3 p 83  
Student Presentations on In-basket Exercise 4.1, p 84, 85  
Develop 5 questions for Superintendency Interview

Class 3 Ch. 5 The Reality of Change p 88  
Old Reference Points p 89  
Complexity of School District Governance p 90  
Understanding the Political Landscape, Politics and Values p 91, 92  
Framework for Managing Conflict Situations p 92  
Figure 5.1 Defensible Processes p 93, 94  
Community Power Structures p 94, 95  
Competing Bases of Power p 97  
Special Interest Groups: A Sampler p 98  
Single-purpose Organizations p 98 – 100  
Knowledge: Source of Power p 102, 103  
Discussion Questions 2, 3, 4, 6 p 105  
Case 5.1 p 105  
Student Presentations on Discussion Questions 2, 3, 4, 6 p 105  
Student Presentations on Case 5.1 p 105  
ELCC Standards Activity

Class 4 Ch. 6 The Local Board of Education p 114 - 117  
Responsibilities of the Chief Executive Officer p 119, 120  
Relationship of the School Superintendent with the Board p 120 - 122  
Preparing the Board Agendas p 124, 125  
Evaluation of the Superintendent p 125, 126  
Discussion Questions 2, 5, 7 p 127, 128  
Case 6.1 p 128, 129  
Student Presentations on Discussion Questions 2, 5, 7 p 127, 128  
Student Presentations on Case 6.1 p 128, 129  
ELCC Standards Activity

Student Presentations on Signature Assignment

Class 5 Ch. 9 Legal Responsibilities of the Superintendent p 177 – 179

Contractual and Dismissal Issues p 179 – 182  
Dismissal of Superintendents p 183, 184  
Discussion Questions 1, 3, 4 p 194  
In-basket Exercise 9.1 Design Your Own Contract p 195  
Student Presentations on Discussion Questions 1, 3, 4 p 194  
Student Presentations on In-basket Exercise 9.1 Design Your Own Contract p 195

Class 6 Superintendents Panel Activity  
Mock Interviews for Superintendency

**Assessment and Evaluation**

ELCC District-Level Standards Assessed:

1. Assessment 2 - Content knowledge 1.1,1.4, 2.3, 4.1, 4.3, 4.4
2. Assessment 6 - Skills 4.1, 4.2.

Signature Assignment (A district scenario/simulation provided by professor)

Assessment 6: Demonstration of application of leadership skills in organizational management and community relations within a district. Specific elements assessed Content knowledge - 1.1, 1.2, 1.3, 1.4, 4.1, 4.3, and Skills – 4.1, 4.2.

Signature Assignment	100 Points
Case Study	50 points
Attendance and Participation	200 points
Interviews and other Assignments	<u>300 points</u>
	650 points

The grading scale will be as follows:

- A 93-100% of attainable total points
- B 83-92% of attainable total points
- C 73-82% of attainable total points
- D 63-72% of attainable total points
- F 0-62% of attainable total points.

**Northern Arizona University - Policy Statements**

**Safe Environment Policy**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

**Students with Disabilities**

If you have a learning and/or physical disability, you are encouraged to make arrangements for class assignments/ exams so your academic performance will not suffer because of the disability or handicap. If you have questions about special provisions for students with disabilities, contact the Counseling and Testing Center (523-2261).

It is your responsibility to register with the Counseling and Testing Center. Application for services should be made at least eight weeks before the start of the semester.

If the Counseling and Testing Center verifies your eligibility for special services, you should consult with your instructor during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disabilities Support Services coordinator in the Counseling and Testing Center.

### **Institutional Review Board**

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

### **Academic Integrity**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's *Student Handbook*.

### **Classroom Management Statement**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility to each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by

the faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and include suspension or expulsion.