

## **ELAD 7103 School District Administration**



Ver 3/26/13 1:13pm

### **I. COURSE INFORMATION**

- A. ELAD 7103 School District Administration
- B. Professor: Dr. Steve Bounds  
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For use as Arkansas professional development hours, access the following website: <http://arkansased.org/pd/index.html>

### **II. TEXTBOOK(S) READINGS**

- A. Primary Text: Sharp, W. L. & J. K. Walter. 2004. The School Superintendent: The Profession and the Person. 2<sup>nd</sup> ed. ScarecrowEducation: Lanham MY. (ISBN 1-57886-157-8) [www.scarecroweducation.com](http://www.scarecroweducation.com)
- B. Supplemental Text: None

### **III. PURPOSE AND GOALS OF THE COURSE**

- A. An examination of the effective performance patterns for school district superintendents with emphasis given to the relationships among the local board of education, superintendent, school personnel, and the community.
- B. The purpose of this course is to give the prospective administrator an opportunity to explore concepts and complexities that surround

the superintendency. Emphasis is placed on the responsibilities of the superintendent as an effective leader in the school system in the community.

#### Course objectives

As a result of this course, students will be able to:

- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school community.
- Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented, and evaluated, and develop strategies for influencing policy development.
- Develop appropriate procedures and relationships for working with local governing boards.
- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions.
- Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs.
- Recognize the role of technology in student learning and adult professional growth.
- Facilitate the development and implementation of long-range plans for the application of technology and telecommunications to enrich student learning and adult professional growth

#### IV. STANDARDS LINKAGE

##### A. ELCC Standards

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

2.1: Candidates understand and can 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.

2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

3.4: Candidates understand and can develop district capacity for distributed leadership.

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

**B. Diversity Related ELCC Standards**

5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

### C. Strengthening and Enriching Learning Conceptual Framework

- 1.1.a Understands ethical and legal standards.
- 1.1.b Understands the importance of and strategies for effective advocacy on behalf of the profession.
- 1.3.b Demonstrates self-efficacy by effectively reflecting on professional practice.
- 2.1.a Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.
- 3.1.a Knows content and concepts of the discipline at an advanced level.
- 3.2.d Reflects to enhance professional practice.
- 4.3.a Values the intertwining role of family, community, and schools and their impact on student learning.
- 5.1.a Understands the relevance of research findings and performance data.

### V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

The final grade for the course will be based upon appropriate completion of the assigned performance measures and active participation in Discussion Board activities.

- A. The candidate will **develop a Discussion Board Personal Introduction** using the template provided by the instructor. [ELCC 2.4] (25 points)
- B. The student will determine the personal preference style of their district's administrative team members using the **Personal Style Inventory** and present an analysis of the results. At a minimum, the superintendent (*or other central office person if the superintendent is not available*), a high school principal, and an

elementary principal should be asked to complete the inventory. Write a reflection paper to answer the following questions: How do their styles compare? Differ? What are strengths of this team based upon the style results? Weaknesses? [ELCC Standards 2.3, 3.4, 4.1] (50 points)\*

- C. The student will **conduct a school culture audit** using the available instrument to survey the district in which they are employed, present the findings to the school superintendent, and prepare a written report of the meeting with the superintendent and a summary of the findings using descriptive statistics. [ELCC Standards 2.1, 4.1] (50 points)\*
  
- D. The student will collaboratively develop and articulate a **vision of learning** for their school district that promotes the success of all students. The candidate will create a Power Point presentation (and submit it as a pdf file) for the board of education that proposes a plan to present the vision to the faculty, staff and community, e.g., at a local service club luncheon. (It does not have to be presented, just prepared to present.) [ELCC Standards 1.1, 3.3, 4.1, 6.2] (50 points)\*
  
- E. Discussion topics (50 points)
  - The Booster Club [ELCC 5.2]
  - The Administrative Team [ELCC 5.4]
  
- F. Grading Scale

90%: 202 - 225 pts = A  
80%: 180 - 201 = B  
70%: 157 - 179 = C

IMPORTANT NOTE: Civility is expected in this class when it comes to the Discussion Board posts. "Flaming" or derogatory remarks may result in a grade reduction up to 10 points for each occurrence.

\*Mastery Learning Assignments: In the event that the grade on a "Mastery Learning" assignment is lower than a B, a student, using feedback from the professor or teaching assistant, may make

corrections and resubmit the assignment within *three* days after receiving feedback on the initial submission. No grade higher than a B will be possible on a resubmitted assignment.

G. Late Submission Policy:

Except in cases of serious extenuating circumstances, tardy work will not be accepted. The course professor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

VI. COURSE OUTLINE

**WEEK 1**

Module 1 - Course orientation & electronic submission techniques

Module 2 - Personality Styles

*Personal Introduction due*

**WEEK 2**

Module 3 - Power and Influence

Module 4 - School Culture

*Booster Club Case Analysis due*

**WEEK 3**

Module 5 - History of the Superintendency

Module 6 - Getting the Superintendency

*Personality Style assignment due*

**WEEK 4**

Module 7 - Leadership, Ethics, and Decision Making

Module 8 - Developing an Administrative Team

*Administrative Team Case Analysis due*

**WEEK 5**

Module 9 - Dealing with the Board of Education

Module 10 - The Superintendent as Public Relations Expert

*School Culture assignment due*

**WEEK 6**

Module 11 - Superintendent as Business Manager

Module 12 – Difficult Times

*Vision PowerPoint assignment due*

## WEEK 7

Module 13 – Family Considerations

Module 14 - Keeping Your Bags Packed

Module 15 - Wrap up

## VII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THE COURSE

- A. Instructional methods—Cooperative learning, lectures, class discussions/debates, case studies, papers, and field-based activities are employed to increase learning and accommodate a variety of learning styles.
- B. Students are required to access the LMS to check for announcements, retrieve course documents, and participate in on-line discussions and assignments.
- C. Students are required to use word processing and *APA Publication Manual, 6<sup>th</sup> Edition* to prepare the course papers.
- D. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- E. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the *ASU Student Participant Handbook*, in the event of academic misconduct. Students should familiarize themselves with the handbook and especially the policy pertaining to plagiarism.

## VIII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements, please notify the professor ASAP and/or the ASU Officer of Disabilities <http://www2.astate.edu/disability/> 870-972-3964.

## IX. REFERENCES

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